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ABSTRACT

Using retired teachers as mentors for beginning teachers in New York City has made real differences in the lives of the new teachers, their mentors, the students, and the supervisors in approximately 100 schools. In these schools more than 100 mentors have worked with 500 teachers over a three-year period. The New York City Mentor/New Teacher Program is described beginning with the introduction of the program to district supervisors and the establishment of agreement on the nature of mentorship. Discussed are recruitment and selection of mentors, mentor training, assignment to and reception of mentors in schools, mentors at work, relationships with teacher supervisors, field supervision, reporting of services provided, and the cost of the program. The program is evaluated in terms of attendance and attrition of new teachers, responses of mentored and non-mentored new teachers, and responses of the mentors. Specific examples from case studies are provided. A table of teacher responses to mentor activities is included, and several forms and workplans used in the program are appended. (MT)

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Passing the Torch:

Retired Teachers as Mentors for New Teachers

Milton J. Gold
Bernadette Pepin

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PASSING THE TORCH

Retired Teachers as Mentors for New Teachers

The Mentor-New Teacher Program Conducted Collaboratively by:

The New York City Board of Education

Barnard College, Columbia University, and

The Center for Advanced Study in Education,
Graduate School and University Center,
City University of New York

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--to Dr. Bert Flugman, Director of the Center for Advanced Study in Education, who first broached the idea to Dr. Nicholas Aiello, Director of the Office of Planning, Development and Technical Assistance of the Board of Education of New York City, both of whom continued to give direction to the project, and to Mr. Edward Aquilone, Executive Director of the Division of Personnel, who gave administrative support,

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--to Ms. Audrey Gartner, Research Associate in the Center for Advanced Study in Education who contributed evaluation and editing skills,

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Milton J. Gold
Bernadette Pepin
--Project Co-directors

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PASSING THE TORCH:

RETIRED TEACHERS AS MENTORS FOR NEW TEACHERS

A New Inservice Teacher Training Model

A Story and a Manual

Introduction: A Letter to Schoolpersons Concerned with Helping New Teachers Succeed

This is the story of the successful use of retired teachers as mentors for new teachers, a story that is also meant as a manual for other school districts that are interested in trying out the same idea. Differences among school districts seem to guarantee that what works in one place will have to be altered to work in another; accordingly, suitable adaptations may be needed to make this idea work in your district. However, we do know that using retired teachers as mentors for beginning teachers in New York City made real differences in the lives of the new teachers, their mentors, the students and the supervisors in approximately 100 schools where more than 100 mentors worked with 500 teachers over a period of three years.

It is easy to summarize the steps to be taken in setting up the mentoring process. They correspond to the section headings in the "manual" that follows. If the headings listed below make sense to you, read further for more detail. And if you want to get the whole story, write to us for the full report of a project supported in part by the United States Fund for Improvement of Postsecondary Education and in larger part by the Board of Education of the City of New York.

Here are the headings:

1. Introducing the Program: A Letter to Community District Superintendents
2. Recruiting Mentors: Securing Recommendations from Principals and Inviting Applications
3. Selecting Candidates: Background Information and a Test of Classroom Observation Skills
4. Training the Mentors: Summer Workshop and School Year Seminars
5. Assignment of Mentors to Schools
6. Reception of Mentors in Schools

7. The Mentors at Work
8. Relations with Supervisors
9. Field Supervision and Training
10. Reporting and Remuneration
11. How Much Does the Program Cost?
12. Evaluation
13. Multiple Case Study

The "Manual"

And now, we go on to a "manual" to help in initiating a program. We don't feel comfortable in telling you how to go about setting up a program in your district. So, let us instead, tell you how we went about the process in our schools, and let you reflect on necessary adaptations in your schools as you go along.

Good luck! May your efforts bring achievement to your new teachers, happy learning to your students, and fulfillment to your retirees.

Sincerely,

Nicholas Aiello
Bernadette Pepin
Marie Necci
Robert Marchi
Robert Tomes
Board of Education
City of New York

Bert Flugman
Milton Gold
Theodore Abramson
Rolf Meyersohn
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RETIREES AS MENTORS FOR NEW TEACHERS

Administering the Program

Getting from point A, a "bright idea," to point B, its implementation, is not always as easy as it sounds, particularly when dealing with a variety of persons and interests, in this case school boards and superintendents, building administrators, new teachers, and retirees who would serve as mentors. Each school system is, as the lawyers say, sui generis--unique unto itself--but the procedures followed in New York may be suggestive of mechanisms and adaptations that will fit in other places.

In the Mentor/New Teacher Program, The Bureau of Staff Development and Training of the New York City Board of Education took pains to set up a carefully thought out series of steps to involve administrators within a decentralized school system which includes 32 community school districts with as many school boards and superintendents. Administrative tasks to be accomplished included securing the cooperation of community school leaders, recruiting retired teachers, selecting the best prospects as mentors, training retired teachers to serve as consultants--a new role for them, matching retirees with schools most in need of mentors for new teachers, setting up reporting and reimbursement procedures, providing field services for the mentors and evaluating the program.

1. Introducing the Program

The first step in the process was a letter sent to each of the superintendents in the 32 community school districts, informing them of the proposed plan and inviting them to participate. The vast majority of superintendents were well aware of the need of new teachers for additional assistance, and they welcomed the chance to take part. A few administrators felt their districts were already saturated with experimental and demonstration projects, and they declined.

As a first step, the project team established agreement on the nature of mentorship, personal preconditions for mentoring, and overall mentor responsibilities:

A Mentor Is

1. A Role Model - Gives examples and shares experiences
2. A Motivator - Helps new teachers to explore ways to involve pupils in learning

3. A Communicator - Listens carefully and uses new teacher responses to improve learning for pupils

4. An Advisor - Gives feedback and clarification

5. A Guide - Assists new teachers to set up routines and understand the school organization

6. A Demonstrator - Helps new teachers by demonstrating lessons for teaching specific learning objectives

7. An Enabler - Helps new teachers to become self-evaluative

8. A Resource - Provides appropriate materials and directs new teacher to in-school and Board of Education resources

9. An Assessor - Monitors progress and impact of learning in the classroom

10. A Friend - Develops a relationship of trust and confidentiality and support

Preconditions for Mentoring

To build a positive mentor/new teacher relationship, a mentor:

1. Establishes rapport

2. Taps new teacher's prior experiences

3. Builds trust and exchange

4. Maintains confidentiality

5. Encourages new teacher

6. Conveys empathy

7. Listens carefully

8. Focuses on one or two challenges at a time

9. Exemplifies flexibility

Overall Mentor Responsibilities

1. To interact with school staff in a professional manner and to help the new teacher understand how the school works

2. To implement a school's policies and practices as outlined in school handbooks, memoranda, etc

3. To carry out all responsibilities with new teachers

4. To hold pre- and post-lesson conferences

5. To give feedback to new teachers regarding their strengths and areas to work on

6. To use lesson guides with new teachers to evaluate and facilitate their progress

7. To help new teachers understand pupil learning and developmental needs at every school level

8. To help new teachers develop a sense of accountability for pupil learning

9. To promote a sense of professional responsibility and opportunity.

2. Recruiting Mentors

The Bureau of Staff Development and Training secured a district-by-district print-out of teachers who had retired in the past five years and mailed a letter about the program to each principal enclosing a copy of the retirees list in his or her district. Principals were asked to recommend from that list retired teachers who might be good choices as mentors. To help them in the process, a few criteria were suggested:

1. A positive attitude towards self and teaching as a profession

2. The ability to build trusting relationships and work effectively on a one-to-one basis

3. An ability to communicate well orally and in writing

4. A minimum of six years of teaching experience on more than one grade level or in a subject in the New York City schools

5. Service representing a model of exemplary teaching.

The next step was to contact directly retirees who had been recommended either from the print-out of previous retirees or from the principal's nomination of those whom he/she knew to be planning retirement. The letter informed the retiree

(or retiree-to-be) of his/her recommendation by the principal and of the criteria the principal had used, concluding, "You certainly are a special person!" The letter, excerpted below, gives some idea of the mentorship process:

> If you agree to become a mentor you will be joining a group of your colleagues who have been involved in the Mentor Teacher Program for the past two years. Each mentor is assigned to work with three new teachers in a school, hopefully your former school, or one in the district. This depends on the availability of new teachers in a school. Mentors work directly in the classroom with the novice teacher assisting with classroom management, establishing discipline and demonstrating effective teaching strategies. The program begins the first week of school in the fall and continues throughout the year. The mentor works only a few hours per week with each teacher. The job of the mentor is to guide the novice to become effective and independent.

The letter also states some conditions of employment:

- Assignment for a total of 198 hours
- Reimbursement on a per session basis at the current contractual rate for teacher trainers
- Completion of 18 hours of training in program assistance from the staff of the Bureau of Staff Development and Training and local college prior to assignment to a school
- Eligibility to continue other part-time service in the schools if interested.

3. Selecting Candidates

Interested retirees were also asked to complete a questionnaire to indicate preferences as to school assignment--only in person's former school; in any school in former district; anywhere in New York City. Information was also requested on previous teaching experience: school assignment, grade levels taught, subject(s) taught. Preferences for assignment were important because of difficulty in guaranteeing assignment to a particular school, and because of possible restriction of the mentoring program to those districts with the greatest need--i.e., those districts with the greatest teacher turnover rate.

Letters were sent to 433 retirees, and 273 retirees indicated interest. Of these, 137 reported preferences or subject backgrounds that made later placement probable. This number proved to be greater than funds available for appointment in

the schools, enabling the Bureau of Staff Development and Training to employ further selective procedures. One was a review of candidates' experience for indication of previous experience in helping relationships: as a cooperating teacher for student teachers, as a teacher trainer in any one of a number of special programs (e.g., remedial reading, bilingual education), or as a supervisor. Second was an informal assessment of potential skill as a consultant. Applicants were asked to view a videotape of an actual classroom performance by a new teacher and to respond to it through a written analysis of the lesson and suggestions of ways in which a mentor could help the teacher. Invitations, sent to small groups of candidates at a time, read in part:

> In order to learn more about your skills as a potential mentor, we have scheduled an observation experience for you. You, along with a small group of your colleagues, will view a video lesson given by a new teacher (on your experience level). You will be asked to evaluate this lesson and make some recommendations for action that you might take with the teacher.
>
> In addition, at this time, you will have the opportunity to ask any questions that you may have about the Mentor Teacher Program.

In preparation for this procedure and for use in the summer training sessions, the Bureau filmed and the Center for Advanced Study in Education edited eight videotapes, four at the elementary level (Grade 1, Science; Grade 2, Arts and Crafts; Grade 2, Reading; Grade 4, Mathematics) and four at the secondary level (Grade 7, Science; Grade 7, Mathematics; Grade 10, Science; Grade 10, Reading). In response to the invitation, a few retirees chose not to participate, but most came, not knowing what to expect but rising to the challenge. Candidates were given the following instructions:

> Your tasks today will be to observe, analyze and develop recommendations from observing a videotape lesson given by a new teacher. Since we have found that the most vital aspect of your mentoring to new teachers is the determination of what are the teacher's needs, we are interested in learning how much you see in a lesson and the solutions you devise to the teachers difficulties. We wish you to focus on three areas of concern: the lesson, management and the curriculum. (In the secondary level this may not be your area of expertise; if this is a problem please indicate that on your response form.)

Candidates viewed the tape twice, once for a general impression, once to analyze the tape.

The Bureau of Staff Development and Training had prepared an answer form that focussed on three areas: Lesson Planning, Classroom Management, and Curriculum. Candidates were asked to list Strengths, Weaknesses, and Solutions for each of these areas. (See Appendix for form.) To assist in evaluation of candidates' responses, the Bureau prepared a rating form identifying significant elements on each tape and possible solutions to problems. Eighty persons participating in the observation were selected for training.

4. Training Retired Teachers to Work as Mentors*

Training sessions, which differed for potential elementary and secondary mentors, were conducted at Barnard College, Columbia University, in the summer before assignment of mentors to schools. Each session ran four days for a total of 18 hours. Trainees had a choice of either of two sessions offered on each level. Additional training was provided in three half-day large group seminars conducted during the school year, one each in Fall, Winter and Spring as well as in local small group meetings and during site visits by staff of the Board of Education. The large group training design built on the pilot experience of 1984-85 and the FIPSE project year of 1985-86 and was planned and conducted by Dr. Susan Riemer Sacks and Dean Katherine Knight Wilcox, Dr. Bernadette Pepin and staff of the Bureau of Staff Development and Training of the Division of Personnel.

The training was designed to help the mentors translate their expertise in working with students into skills and perspectives necessary for working with teachers. The goal for training was to help mentors utilize their abilities to motivate, not dominate, the new teachers in their growth toward professional competence. The training model is based on a participative format that facilitates the process by which the retired teachers draw upon their collective skills and experiences to develop an understanding of mentoring. Their active involvement and participation in the workshops fostered the complex transition from retired teacher to mentor. Training is conceived to foster the developmental process and to provide opportunities to grow into the mentoring role.

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*This section was prepared by Susan R. Sacks and Katherine K. Wilcox, Barnard College, Columbia University.

Previous studies had shown that, more than any other thing, new teachers want moral support, feedback, and guidance from mentors.[1] New teachers report that mentors help them to gain self-confidence and to learn technical aspects of teaching. Mentors listen to their ideas, encourage their creativity, understand the school's administration, and they help their proteges work with other people.[2]

Since training took place during the summer prior to assignment as mentors, the goal was to define mentoring by (1) clarifying the components of the mentoring role, and (2) helping the mentors to view themselves as having the skills and abilities to make the transition to this role. To accomplish the goal for initial training, retired teachers were helped:

to draw upon their recollections of their early teaching experiences

to recall the supports they needed and received as novice teachers

to assess their knowledge, skill and strengths as teachers which would help them as mentors

to develop strategies for building a trusting relationship with the new teachers

to develop strategies for supporting new teachers in specific teaching and planning skills

to understand the mentor role in relation to the school structure and approaches for establishing professional relations in the interest of the new teachers.

Each group met for four days, following essentially the same program activities developed collaboratively by staff members of Barnard College and the Board of Education. An abbreviated schedule follows:

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[1]Sacks, S.R., and Brady, P. Who Teaches the City's Children? A Study of New York City First Year Teachers. Paper presented at annual meeting of American Psychological Association, 1985.

[2]Fagan, M. M., and Walter G. "Mentoring among Teachers." Journal of Educational Research 76, 113-18; 1982.

Day 1: Introductions; Project Background and History; Training Goals and Workshop Format; Defining the Mentoring Role and Responsibilities; Strategies for Developing the Mentoring Relationship; Video Analysis of Classroom Management; Distribution of Mentor Handbook; Evaluation

Day 2: Curriculum Overview of Social Studies, Science, Communication Arts, and Mathematics by Subject Matter Specialists; Techniques for Advising New Teachers on Classroom Management; Evaluation

Day 3: Overview by Testing Specialist on Teacher-Made and Standardized Tests; Observation Guide and Video Analysis of New Teacher Lesson; Strategies for Working with New Teachers on Lessons; Evaluation

Day 4: Special Education Overview by Special Education Supervisor; Observing and Analyzing Video of Pre and Post-Lesson Conferences between Mentors and New Teachers; Administrative Matters for the Mentors (making contacts, school placements, meeting the administrators, record keeping, mentor hours); Dialogue with Experienced Mentors; Redefining the Mentor Role; Evaluation.

The preservice workshops included discussion in large and small groups, role playing, demonstrations, and analysis of videotapes. Mentors applied a problem solving approach to explore the challenges which they could expect to experience in their new roles. Daily assessment of the training sessions elicited mentors' reactions and suggestions that were incorporated in succeeding sessions.

Role plays were a feature of each day's activities and provided practice for the transition from retired teacher to mentor. Role plays simulated the initial contact between mentor and new teacher and interaction between them with regard to classroom management, skill development and lesson planning, as well as the mentor's role with supervisors in the school.

A variety of materials was distributed, culled both from the professional literature and from curriculum materials and teaching suggestions prepared by the New York City Board of Education for use in in-service training. Areas covered in the "handouts" included classroom management, curriculum planning, lesson planning, discipline, classroom climate and environment, questioning techniques, individualizing instruction and grouping, developing thinking skills, and motivating learning.

The second phase of training addressed the needs of the mentors in working with their new teachers. The Fall workshop, held in early October for elementary and secondary mentors, provided an opportunity for mentors, working in small groups to:

identify ways in which they already have assisted their three new teachers

identify problems encountered in the new relationship

share ideas about their new roles

identify areas in which they need assistance and strategies for problem solving.

At this workshop, the Board of Education introduced the Mentor-New Teacher Work Plan concept and requirement. The thrust is to focus the activities of the mentor on the specific needs of the new teacher as verbalized by the teacher. The Work Plan represents a contract with specific goals and limitations to which both parties--the new teacher and the mentor--are committed.

The sharing of the mentors' concerns and issues was facilitated by small group brainstorming and large group discussion. They key foci were the reactions of the mentors to their initial new teacher contacts and developing strategies for building a trusting relationship. Specific aspects of the mentoring relationship were addressed: scheduling meetings, relationships with administration, and new teacher attitudes toward students and curriculum. The mentors were encouraged to identify and address the new teachers' needs as they encountered them in the schools.

The third phase involved training during February and was scheduled separately for elementary and secondary mentors. Training focused on specific mentoring challenges or problems. The staff of the New York City Board of Education identified these issues from their school visits, classroom observations, mentor logs and conversations with mentors. The winter elementary workshop addressed learning centers and individualizing instruction and strategies for achieving these goals with the new teachers. A role play explored mentor-to-mentor supports for new approaches to the mentor and new teacher relationship. The agenda included a discussion of techniques for improving the effectiveness of the Work Plan implementation.

The Winter secondary large group workshop included a video presentation on strategies for lesson plan motivations, focussing on helping new teachers improve student involvement. The mentors were encouraged to develop plans for action that would enable the new teachers to realize progress in areas where they were having difficulty and to demonstrate lessons and ideas for the new teachers and to model interactions which would guide the novices, as well as to provide support. As in the elementary workshop, a discussion about project evaluation and support was included.

The Spring workshops, one for elementary mentors and one for secondary, were developed to address specific issues raised by the field supervisors and project staff: Grouping and Individualizing, Accommodating the Mainstreamed Student, Strategies for Motivating and Managing, and Interpreting Test Results. Materials appropriate for the range of grades were distributed, and mentors were charged to brainstorm strategies for helping their new teachers. Later, mentors discussed issues of separation and techniques to guide new teachers as they planned end-of-term activities.

On-going training during the fall, winter and spring reflected the mentors' concerns and assistance needed for effective work with the new teachers. These workshops included strategies to enable the mentors to support the new teachers' development as professionals. Audio-visual materials developed in the schools and interviews with mentors and new teachers demonstrated approaches to mentoring. Finally, mentors were challenged to help new teachers move toward professional independence as they developed self-confidence and expertise in teaching.

A staff of eight New York City Board of Education field supervisors made three site visits to each mentor during the school year. These on-site visits provided opportunities for the promotion of the mentor-new teacher relationship. The effectiveness of the mentor was assessed in the actual in-class situation. New teachers were polled on the nature of the mentor's assistance. Mentors were advised of the reactions of the new teachers as well as their needs as observed by the Field Supervisor. Recommendations of strategies for meeting these needs were made.

In addition to the large group meetings described above, site visits were also followed-up by small group meetings of mentors and a field supervisor. These

meetings provided additional opportunities for the interchange of ideas among a peer group of mentors and gave time for further development of the Work Plan concept.

5. Assignment of Mentors

Assignment of mentors proved to be a time-consuming task, involving telephone negotiations among the Bureau of Staff Development and Training, the Personnel Offices in the Community School Districts, School Principals, and the new mentors. Decisions were made in the central Personnel Division as to which school districts were to be served, the major consideration being service to those districts with the largest teacher turnover rates. The Bureau then contacted these district offices, discussing with them individual schools which would be asked to participate. School districts were given the choice of making their own placements or having the central office do so for them. The Bureau of Staff Development worked with school districts to assign mentors to places where they would be welcomed and where they would want to go.

Since each mentor was to serve three teachers, there had to be at least three new teachers,* defined in the following priorities:

First: A new teacher without educational preparation for teaching who has never taught in the New York City Public School System.

Second: A new teacher who has completed a collegiate preparation for teaching, i.e., student teaching, but has never taught in the New York City Public School System.

Third: A new teacher who is just starting in the New York City Public School System but has experience in another school system.

Fourth: A new teacher who is just starting at the level of your school, i.e., elementary, junior high school or senior high school, who has had less than one term of experience in the New York City School System on a different school level or a new teacher who has had mentor service for one year but continues to be in need of the support.

*For purposes of evaluation, six new teachers were needed, three to serve as a "treatment" group with mentors, and three to serve as a "control" group without mentors.

In secondary schools, it was not likely that there would be three new teachers in any one department. Accordingly, an effort was made to locate schools in which there might be three new teachers in areas with some relationship, such as English and Social Studies, or Science and Mathematics. Senior High Schools in New York City do not lie in the jurisdiction of Community School Districts; hence negotiations were entered into directly with individual schools, emphasis being placed on those high schools participating in a special program to reduce student drop-out. In general, schools were chosen where the principals were most eager to have mentors and where attrition of new teachers had been highest.

Minor, but time-consuming problems arose also with placement of mentors. These included travel, unfamiliar location, unfamiliar school, and school with poor reputation. Mentors appeared to prize control over their lives that came with their status as retirees; they were not susceptible to being "pushed around"! Efforts were made to keep travel time to a minimum; yet some mentors traveled cheerfully for an hour or more from their home to the school where they were assigned.

6. Reception of Mentors in the Schools

Following assignment, a letter was sent to the principal with further description of the program and the names of mentors assigned to the school. Mentors were sent a packet that included attendance and log forms and a copy of the letter sent to the principal, with instructions to call the principal to make an appointment for an interview. In general, principals were delighted with the "extra pair of hands" available for assistance to new teachers. Because the program was experimental, principals were asked to make assignment to teachers at random so that comparisons could be made between mentored and non-mentored new teachers. Had principals used their judgment, project evaluators would not have been able to determine whether principals were assigning mentors to the weakest teachers who needed help desperately or to the strongest new teachers for whom principals might anticipate the greatest growth and therefore the highest return on the investment of resources. Principals indicated that they would have liked to have had freedom in making assignments; districts wishing to initiate mentor programs without a responsibility for research are free to respect the principal's autonomy in this regard.

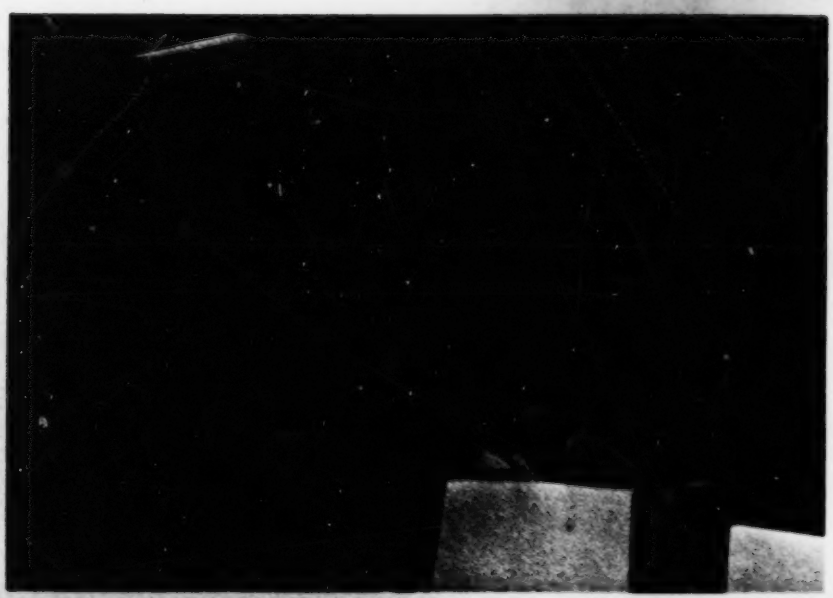
Various steps were taken to make the mentors feel welcome. One superintendent had the mentors in his district in for coffee to familiarize them with the district and special programs it was conducting.

One of the questions mentors had in training sessions was how they were to be introduced to the new teacher and to students. Normally, the principal or assistant principal introduced the mentor to the new teachers, explaining what the mentor's function would be. In a few cases, mentors had to introduce themselves, hoping to be able to do so in a teacher's preparation period or lunch period. Teachers were asked to introduce the mentor to the class as a person who would be helping the class (not the teacher) once or twice a week. Mentors made clear to the teachers that they were there as peer helpers, not as supervisors, that they would not evaluate the teachers, and that they would not discuss the teachers with the principal or assistants.

By and large the teachers and the mentors assigned to them proved to be compatible. Age and gender differences did not appear to present a problem. In a few cases where teachers rejected the idea of assistance from mentors, new assignments were made. In secondary schools, mentors frequently worked with teachers in fields other than their own since there might not be three new teachers in a single department. Except where there were fundamental differences -- as between vocational and academic fields -- the "mismatch" was more theoretical than real.

Mentor demonstrates method of assisting students

Teacher practices method demonstrated by mentor



Mentor and teacher observe performance by students

7. The Mentor at Work

Whatever a mentor can do to help a teacher, he or she does! A multiple case study appended to this manual describes in some detail the myriad activities mentors engaged upon. Briefly, these activities ranged from personal support to technical assistance in the form of classroom management, lesson planning, decorating the classroom, keeping records, dealing with parents, curriculum development, and the like. Most of the mentor's time was spent in the classroom--observing the teacher and serving as a role model by helping with discipline, leading small groups, working with individual students, and occasionally teaching a lesson to demonstrate a point discussed with the teacher. Much time was also spent with the teacher before school, in preparation or lunch periods, and after school. This time was used in helping the teacher plan lessons and prepare teaching materials, discussing elements of teaching and classroom management the mentor had observed, analyzing individual students' behavior and solutions to discipline problems, planning evaluation of learning, completing the various records that are often the bane of a new teacher's existence.

Mentors were given a schedule by the Bureau of Staff Development and Training in order to assure a reasonable distribution of time spent with the teachers. A total of 66 hours was to be spent with each teacher during the year. Approximately twice as much time was to be spent in the early part of the year (and at the beginning of the second semester for secondary school teachers) as in the rest of the year, except for added time at the end of the year when need for help was anticipated in doing records and reports. Since each mentor worked with three teachers, mentors worked for 198 hours each year. They made their own arrangements with teachers and were able to squeeze in free periods for vacations as was their right as retirees!

A sample schedule follows:

MENTOR SERVICE SCHEDULE

Each mentor is employed for a total of 198 hours of service to new teachers from September through June of the school year. Each of the 3 new teachers must be given a total of 66 hours of service. The mentor may devise the day-to-day visits based on personal preferences, the needs of the new teacher and the school's time schedule. The hours should follow a schedule similar to the following:

September - October

Work with each of three new teachers three hours per week for a total of 72 hours.

November - December

Work with each of 3 new teachers 1.5 hours per week for a total of 24 hours.

January

Work with each new teacher 1 hour per week or 2 hours every other week for a total of 15 hours.

February

Elementary, intermediate and junior high school mentors will meet with each of 3 new teachers for 2 hours per week for a total of 24 hours. High school mentors meet with each of three new teachers three hours per week for a total of 36 hours.

March

All mentors meet with each of 3 new teachers for 2 hours per week for a total of 24 hours.

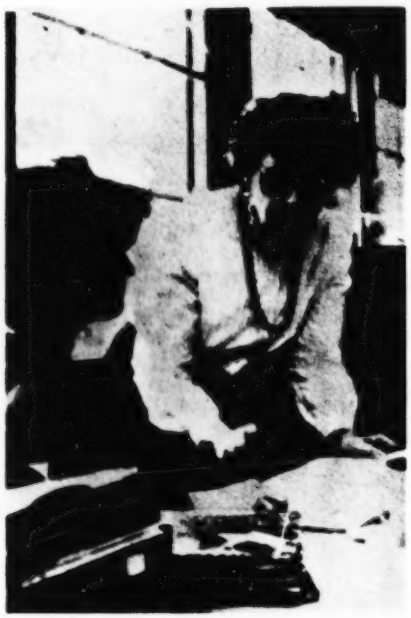
April - May

Elementary and junior high school mentors meet with each of 3 new teachers for 1 hour per week or 2 hours every other week for a total of 30 hours.

High school mentors meet with new teachers 1.5 hours every other week for a total of 18 hours.

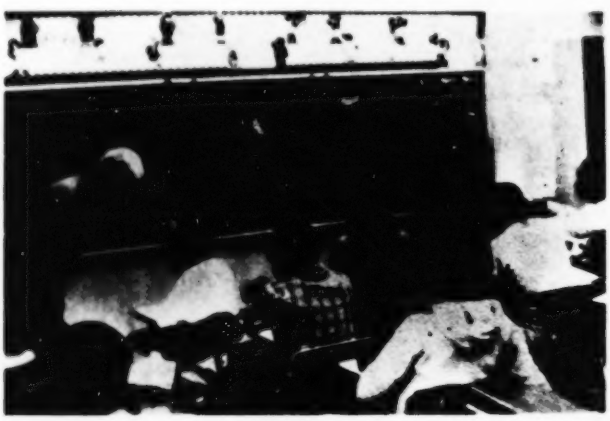
June

All mentors meet with new teacher 1.5 hours every other week for a total of 9 hours.



Mentor demonstrates procedure with class

Mentor in conference with teacher



Mentor helps individual student

8. Relations with Supervisors

It was important to distinguish the work of the mentor from the responsibilities of the principal and assistant principals. Mentors were sensitive to this distinction, with the result that supervisors reported no intrusion upon their area of operation. Instead, they were appreciative of two elements. One was the time that the mentor could give to new teachers, time that supervisors had to distribute among all the teachers in the school while also having responsibility for a host of other administrative and instructional duties. Second, they recognized the value of peer assistance, particularly to new teachers who might be concerned over the evaluative implications of a supervisor's visits. Supervisors recognized the fact that mentors were not licensed to participate in evaluation of teachers and did not press mentors for evaluative comments which could destroy the peer relationship of mentor and teacher.

Mentors, however, did maintain contact with supervisors. Often, they needed the supervisor's assistance in securing teaching materials for the teacher or in interpreting school policy for the newcomer. They were also eager to help the teacher implement programs and methods that the supervisors were urging. As veterans of the system, mentors could help teachers understand the rationale underlying particular procedures and policies in the school.

9. Field Supervision and Training

While mentors entering their new career showed an average of almost 25 years experience as teachers, they were tyros for the most part as consultants. For this reason, a program of field supervision was established from the very start of the program. Supervision was initially conducted by three members of the Bureau of Staff Development and Training. Later, four of the "pioneer" mentors--persons who had worked in the program from the beginning were also called upon to serve as guides for the mentors. Field supervisors visited mentors two or three times a year and observed the mentors in practice--in classrooms and in their conferences with new teachers. These visits revealed problems in observation skills and currency ("up-to-dateness") in curriculum development. These issues were attended to in later summer training programs for mentors. (See instructions and forms for Work Plan and Site Visits in Appendix.)

In order to establish more focussed programs in mentors' work with new teachers, a "Work Plan" form was constructed, and mentors were required to develop such a plan with each of their teachers. These Work Plans were based on agreement between mentor and teacher as to areas in which improvement was needed, and a plan was worked out setting forth procedures to reach the goal that was agreed upon. Field supervisors met with the mentors assigned to them in small groups to explain the work form and subsequently reviewed the Work Plans individually with mentors.

In addition, field supervisors were able to give support to mentors who were having problems, sometimes related to initial resistance on the part of a new teacher, sometimes stemming from the total lack of preparation of a new teacher, sometimes related to the feeling of hopelessness of a new teacher who felt overwhelmed in his/her first teaching experience. Field supervisors were able to recognize instances of occasional lack of empathy on the part of the mentor, overdirectedness or its opposite -- reluctance to move in with advice and assistance where needed. They also helped answer the many questions mentors had as they entered upon their new experience.

Of prime importance, too, was the telephone connection to the Bureau of Staff Development and Training. At the end of the line was an extremely able and sympathetic staff assistant who was always available to answer questions and solve problems that arose.

10. Reporting and Remuneration

Operating with about 100 mentors and 300 teachers in a single year, the program was obliged to set up a reasonable control system. Mentors were free to set their own schedule within the pattern established by the central office, but for remuneration purposes they documented their service by signing in or using a time card in the same manner as other teachers in the school where they worked. In addition, they were responsible to fill out a monthly log (see Appendix) which indicated both the time given and the nature of service provided. The log not only met the auditors' needs, but it also helped to document the program. A review of mentors' logs provided a brief overview of the nature of the program.

11. What Does the Program Cost?

The cost of the New York City program was borne in its pilot year by the New York City Board of Education. In the following two years, the Fund for Improvement of Postsecondary Education of the U.S. Department of Education provided a grant for coordination, training of mentors, program documentation, dissemination, materials for dissemination, and evaluation while the Board of Education continued to pay, on a much expanded base, for reimbursement of the mentors, field supervision, and administration of the program in the schools. Barnard College and the Center for Advanced Study in Education provided various in-kind services, equipment and facilities.

Basic costs of the program follow:

Reimbursement of mentors	198 hours (66 hours for each of 3 teachers)	Hourly rate for teacher trainers
	27 hours training (18 summer, 9 during school year)	Hourly rate for training
Training	Preparation and conduct of summer and school year training sessions: 2 persons for first 30 trainees x 12 days for summer; x 6 days for sch. yr. Adjust for additional groups of 30.	Daily rate for consultants 36 days for first group of 30 trainees; adjust for additional groups
Field supervision	Assign from inservice training office, or use experienced mentors at teacher trainer rate. Approximately one supervisor per 10 mentors.	
Administration	One consultant and one assistant in district office.	
Evaluation	Dependent on nature of service desired.	

12. Evaluation

Federal funding helped to support a three-way investigation: an analysis of educational effects and attrition rates among new teachers, a sociological study focusing on mentoring as an activity in retirement for educational professionals, and a multiple case study. Dr. Theodore Abramson, Professor of Education, Queens College of the City University of New York, directed the educational analysis which grew out of attendance and teacher attrition data obtained from the Board of Education's records and from questionnaires completed by teachers, mentors and principals. Dr. Rolf Meyersohn, Professor of Sociology, Graduate School and University Center, City University of New York, conducted the sociological study based on a survey of retirees' reactions to their experiences as mentors. Dr. Milton J. Gold, a Project Director for the Center for Advanced Study in Education of the City University, took responsibility for the multiple case study. Summaries of the evaluation reports and the multiple case study in full follow this paragraph. The complete evaluation reports are available on request.

Attrition and Attendance Data

The program was initiated largely because of a very high rate of attrition of new teachers. In the year the progam was started, a new salary schedule provided new teachers with a very substantial increase. As a result, attrition declined dramatically both for teachers with mentors and those without mentors. The retention rate of mentored teachers, however, and their attendance rate--often a sign of job satisfaction and willingness to continue on the job--were slightly greater than that for teachers without mentors during the period from October 1985 to March 1986. In the schools with the mentoring program, 3 of the 160 mentored teachers (1.88 percent) and 4 of the 113 non-mentored teachers (3.54 percent) left the system. In the comparable schools, where no mentoring took place 4 teachers out of 88 (4.54 percent) left. Projecting attendance for the full school year, one would expect the mean number of absences for the mentored and non-mentored

*This section and the section on Educational Data were prepared by Theodore Abramson, Professor of Education, Queens College, City University of New York.

teachers at 5 and 6.3 days respectively. There was no difference (mean of 7.0) in the number of absences between the two groups of teachers for those who completed the school year. In 1986-87, their second year of teaching, the retention rates of these cohorts who began in 1985-86 were 84.5 and 80.1 percent for mentored and non-mentored teachers respectively.

Educational Data

Mentored and non-mentored teachers in the same schools were asked to respond to a questionnaire during the first half of the year and again toward the end of the school year. Chi-square analyses comparing the responses of the mentored and non-mentored groups yielded significant differences ($p < .01$) on 40 of the 43 activities (see listing) in favor of the mentored groups. The same analyses were carried out on the mentored teachers' pre- and post- responses to test for differences in perceptions from the end of the first to the end of the second semester. Teachers reported that mentors were as helpful at the end of the year as at the beginning, with a change in helpfulness perceived in only one of the 43 items. These results were confirmed when the data were reanalyzed by comparing the mean rating of each item assigned by the mentored and non-mentored teachers (pre-) and the mentored teachers (pre/post). (See mean helpfulness ratings in accompanying list.) There were significant mean differences between the mentored and non-mentored teachers in favor of the mentored teachers in 38 of the 43 comparisons and no significant differences between the pre- and post- ratings of the mentored teachers. In summary:

> These findings indicate that: (1) mentored teachers perceive the assistance they received at a significantly higher degree of helpfulness than the perceptions reported by their non-mentored counterparts who received the normal school support services, and (2) mentored teachers reported equally high levels of perceived support at the end of the second semester as they did at the end of the first semester even though the actual number of contact hours had been reduced by approximately 50 percent.
>
> The teachers reported that the mentors had the greatest impact on their performance as new teachers in terms of: (1) moral support, encouragement, and building self-confidence; (2) lesson planning and teaching tips (curriculum, pacing, questioning, motivating); and (3) classroom management, organization, and discipline.

Activities in Which New Teachers Reported Significant Assistance from Mentors Comparison of Ratings Given by Mentored and Non-mentored Teachers.

ACTIVITIES		Mentored Teachers (by mentor)			Non-Mentored Teachers (by supervisor)			P
The mentor (supervisor) assisted me in		**N**	**X**	**SD**	**N**	**X**	**SD**	
1. Planning lessons	1.	100	3.91	1.06	57	3.51	1.21	*
2. Preparing student assignments	2.	81	3.58	1.11	49	3.08	1.38	*
3. Locating instructional and resource materials	3.	100	3.83	1.06	54	3.09	1.47	**
4. Obtaining instructional materials	4.	82	3.84	1.00	52	3.15	1.29	**
5. Using instructional materials	5.	76	3.71	.99	48	3.15	1.34	**
6. Using audio-visual materials	6.	39	3.33	1.33	42	2.79	1.47	NS
7. Listing observable student performance	7.	88	3.93	.92	46	3.24	1.32	**
8. Specifying criteria for pupil performance	8.	90	3.88	.91	52	3.19	121	**
9. Motivating students	9.	109	4.19	.81	56	3.30	1.31	**
10. Asking questions effectively	10.	106	4.03	.89	55	3.40	1.31	**
11. Using reinforcement processes	11.	94	3.89	.94	53	3.19	1.27	**
12. Disciplining students	12.	97	4.09	.95	56	3.39	1.22	**
13. Establishing routines	13.	110	4.22	.94	52	3.52	1.29	**
14. Setting up the classroom	14.	77	3.82	1.13	48	3.29	1.40	*
15. Preparing bulletin board displays	15.	53	3.72	1.31	37	2.97	1.57	*
16. Providing for safety in the classroom	16.	52	3.73	1.14	47	3.21	1.38	*
17. Keeping records	17.	70	4.11	1.08	49	3.14	1.46	**
18. Assessing student work regularly	18.	64	3.88	1.06	45	3.11	1.37	**
19. Recording student performance regularly	19.	58	3.67	1.05	43	3.09	1.32	*
20. Forming reading groups	20.	29	3.34	1.23	33	3.15	1.48	NS
21. Working with reading groups	21.	40	3.78	1.05	30	3.07	1.57	*
22. Establishing small group instruction	22.	44	3.70	1.15	37	3.14	1.42	*
23. Working with small groups	23.	50	3.82	1.19	37	3.03	1.46	**
24. Identifying individual academic needs	24.	70	3.80	1.06	43	3.21	1.36	*
25. Interpreting test data	25.	37	3.49	1.12	36	3.06	1.39	NS
26. Using test data	26.	36	3.78	1.10	40	2.95	1.38	**
27. Individualizing instruction	27.	55	3.82	1.14	44	3.02	1.41	**
28. Observing model lessons	28.	84	4.04	1.08	45	3.07	1.45	**
29. Critiquing my own teaching performance	29.	112	4.33	.04	54	3.44	1.36	**
30. Experimenting with instructional methods	30.	79	3.99	.97	47	3.15	1.35	**
31. Developing a teaching style	31.	89	4.10	.97	48	3.15	1.41	**
32. Presenting me with model lessons	32.	66	4.03	1.29	49	3.31	1.36	**
33. Interpreting and using curriculum bulletins	33.	58	4.05	.94	36	2.86	1.52	**
34. Understanding the administrative structure	34.	81	4.06	1.07	48	3.10	1.39	**
35. Interacting with colleagues	35.	70	4.06	.88	48	3.40	1.30	**
36. Approaching supervisors for assistance	36.	82	4.07	.89	53	3.58	1.41	*
37. Interacting with supervisors	37.	71	4.08	.94	51	3.45	1.43	**
40. Referring student for support services	38.	43	3.79	1.06	52	3.19	1.43	*
39. Obtaining information on pupil background	39.	33	3.58	1.06	51	3.27	1.30	NS
40. Contacting parent	40.	44	3.68	1.05	55	3.47	1.29	NS
41. Initiating special education referrals	41.	22	3.59	1.37	41	2.90	1.41	
42. Preparing referral documents	42.	22	3.59	1.37	37	3.05	1.78	NS
43. Other _____	43.	11	4.82	.60	9	3.00	1.80	**

* $p < .05$;
** $p < .01$

The mentors also completed a questionnaire containing the same list of activities included in the teacher questionnaire. In addition, they rated their degree of success in providing assistance to the one teacher with whom they had been most successful. As might be expected, the ratings in general were high. However, the mentors' self ratings of their success were somewhat less positive than the ratings that the mentored teachers gave them. For example, on the average only 16 percent of the mentors gave themselves the top rating ("5") whereas 35 percent of the mentored teachers rated them at the top.

Thirty principals also responded to a questionnaire. The evaluator's words again:

> Of the 30 principals who responded to a questionnaire, all of the secondary (eleven H.S/three JHS) and 14 of the 16 elementary school principals indicated that they would like to have a mentor in their school next year. Their suggestions for program improvement included: (1) beginning program at the start of the school year; (2) having more hours, more mentors and greater flexibility in allocating these resources; (3) exercise of greater control of the program by the school.
>
> Based on the responses of the teachers, mentors and principals, it is clear that the program was perceived as a success.

Sociological Evaluation*

Toward the end of the school year, mentors were given a questionnaire which addressed them in their role as retirees from full-time teaching. The main focus was to determine the success of such a program as a transition to retirement, and to gain insight into the ways in which work-life can be gradually rather than abruptly reduced. Most mentors did not see themselves as being at all "retired," but in a different phase in their careers, one which for most was more pleasant and less stressful than their former one.

Perhaps most striking is the enormous enthusiasm that mentors have for this work. In both years in which the survey was carried out, over 90 percent said that they have enjoyed their work as mentors "very much." Only 12 out of 15 percent like mentoring less than full-time teaching; each year about an equal number said

*This section was prepared by Rolf Meyersohn, Professor of Sociology, Graduate School and University Center, City University of New York.

they like it either more than full-time teaching or to the same degree. The position of mentor, in the opinion of the majority of respondents (52 percent the first year year, 75 percent the second year) is more highly esteemed than that of the teacher.

Given this level of enthusiasm, it is not suprising that an overwhelming majority -- 82 percent in the first year, 87 percent in the second year -- said that they would mentor again the following year if asked, a factor important in terms of work force reliability.

Asked why they chose to mentor, they said they wanted to do something useful, to make a contribution to new teachers, to use their experience to help the newcomer. They reported establishing a strong interpersonal relationship with their proteges that was both task-oriented and personal; they had become involved in the success of their new colleagues. With respect to their own lives, mentorng made their own transition to retirement easier, providing a flexible but formal structure to their days; it afforded companionship with fellow retirees and former colleagues as well as with the new teachers; and because mentoring is seen as a very meaningful and useful activity, it built a sense of mastery and achievement.

It is clear that although mentoring constitutes a shift from full-time work, it encompasses aspects of a new career with its own set of rewards and incentives. Yet unlike conventional careers, mentoring is open-ended and can be either short-lived or continuing.

From the point of view of the mentors, this program has been a resounding success. It enables retired teachers to move gently out of the world of work. They experience a sense of mastery and esteem, they enjoy vitally needed companionship, and they are given an opportunity to render a useful service.

MULTIPLE CASE STUDY

In order to identify observable influences of the program, a multiple case study was undertaken -- utilizing a "best cases scenario." Recognizing problems that can arise in the early years of any program, project directors selected six schools, two at each level, where the program was working smoothly and sought to document what took place in a mentored new teacher program when it was operating as planned and representing, presumably, what can happen in "best cases."

The project had been placed in those community school districts and those high schools in New York City which suffered high rates of attrition on the part of new teachers. Accordingly, the twelve "best cases" were in those districts and high schools--not the "best" nor the "worst" schools in the city, but schools where new teacher drop-out was an acknowledged problem. Information for the case study came from the mentors' monthly logs and from visits to the schools. The observer interviewed the principal and other supervisors, the mentor, and the three teachers the mentor was helping. He also observed almost all of the teachers in the classrooms and scanned a number of teacher plan books.

Of the 36 teachers participating, only 10 had completed conventional teacher education programs; 5 had taken a few courses in Education, and 21 were completely untrained, entering teaching under emergency provisions because of the teacher shortage. Of the ten with regular teaching credentials, two were teaching out of license, two were transfers from other school systems, and one was returning to teaching after a gap of seventeen years. Many were placed in "transitional classes" or other classes for slower learners.

What did the mentors do to help the new teachers? The account that follows is a compendium of information picked up from the mentors' logs and interviews with the mentors, supervisors and the teachers themselves. At times these statements were corroborated by observations in the classroom. There was almost complete agreement from these different perspectives, the only difference being in a small degree of resistance from some teachers noted at the outset by mentors but not recognized or admitted by the teachers. Without exception, however, this reported resistance melted away as the teachers got to know the mentors better and placed more trust in them. A few of the more self-confident teachers feared

that assignment of a mentor would limit the teacher's independence and cramp their style, but both acknowledged early discovery of the fact that their fear was misplaced. On the contrary, the interviewer heard many expressions of gratitude experienced when the new teacher learned of this unexpected source of assistance.

Teachers expressed their satisfaction with the coming of mentors in different ways: "I was pleased with the prospect of help." . . . "A real life saver--to know that someone cares." . . . "I felt relieved." "Fine, great, I appreciated all the help I could get." . . . "She could see things I cannot." . . . "I hoped I would get along with her. I knew I needed one (a mentor)" . . . "I was happy to have extra assistance."

The initial response of the teachers to assignment of mentors was borne out by the personal support they received. They saw the mentor as a teacher with a great deal of experience, not as a rating officer. Teachers were encouraged by the non-threatening manner of the mentors, by their friendly attitude, by an approach that one principal characterized as caring, but "thoroughly professional." Another supervisor noted that the mentor was perceived as "a friend, a buddy." A teacher was grateful she had someone with whom she "could blow off steam." At times of discouragement, a teacher appreciated the mentor saying, "You're doing better than you think." Praise for progress helped overcome anxiety and gave assurance that "I was doing the right thing." Personal support ranged from sympathy with family problems to assistance in preparing for impending teachers' examinations. The age difference between retiree and new teacher presented no problem. Teachers cited growth in self-confidence as one of the major contributions made by their mentors.

How was the mentor initiated into the new role? In some cases, mentors were assigned to their old schools, a highly desirable situation, but one that is not always feasible. In these cases, orientation to the school was unnecessary. Instead, the principal or assistant principal introduced mentors and teachers to each other, and the teachers introduced the mentors to students as persons who would be helping them (the class) and coming in once or twice a week. In cases where the mentor was new to the school, the mentor met with the principal and was given some orientation by the principal or assistant principal. A principal noted appreciatively how quickly the mentor became a member of the school family.

Principals sought to assure complementarity between school administration and the mentor--to make sure that teachers would not be getting mixed signals, that

agreement would prevail on major objectives for the year, that the mentor would help teachers follow established routines and observe school policies. To achieve these purposes, mentors were given such items as faculty handbooks and weekly calendars. One principal opened his initial interview with a mentor by inviting the mentor to respond to his statement: "Here are our expectations; where do you fit in?" Conferences with mentors were regarded by one principal as a kind of formative evaluation of the mentoring program.

For purposes of orientation, one principal recommended a conference upon entry among mentor, principal and assistants. A second suggested introduction of mentors within a school district at the first principals' meeting of the year.

Introduction and orientation to the school are now in place, and the mentor enters the classroom. One teacher notes, "You don't have to tell her what to do; she just comes in and digs in, down there with the children." Untrained teachers need help in establishing routines. Mentors make sure they have a "Do now" activity prepared, an aim for the immediate lesson, and a homework assignment for the next day, if applicable, on the board. Help is given in distribution of materials, using monitors, putting clothing away, getting started. Getting started remains for a long time a continuing problem for many new teaches, particularly after changing classes in secondary schools and after lunch in elementary schools. Establishing routines helps.

Classroom organization and management call for more mentor assistance. Seating patterns are the subject of advice--for instructional purposes and for discipline. In one case, the mentor finds replacement chairs in another room for chairs that don't fit the tables--after teacher's efforts to exchange chairs are unavailing. The value of bulletin boards and display of student work is not as obvious to the new teacher as one might think--and they are sometimes a big point with the principal. The mentor also helps teachers in setting up learning centers for reading, science, social studies.

The children, yes the children. Some new teachers have transferred from other levels of the school system; others have had no experience with children in group settings. The mentor is not prepared to give a course in child or adolescent psychology, but is able to give some practical insight into interests, attention span, emotional and intellectual development, behavior patterns--what is normal and

acceptable and what is not. Mentors don't mention this in their logs--but grateful teachers do! Similarly, some untrained teachers come with little understanding of living conditions, cultural patterns, and economic effects on children in the inner city. In this way the mentor pinch hits for a sociologist as well as psychologist.

The mentors make a hit with the children. Teachers noted the rapport of mentors with the students, the eagerness of children to have the mentors come back. One principal said, "It was like having a grandmother in the room."

Then, too, there is the school as a unique community--with its special population (children and adults), resources and customs. Mentors help teachers build bridges to this commuity, help new teachers break into the "in group" of veteran teachers in the school, help them understand the "inner workings of the school," its administrative procedures and priorities that have been established. In short, mentors help newcomers "navigate the system."

Back to the classroom. The business of education lies in instruction. A few teachers shared plan books with the interviewer. Progress, showing greater specificity in planning, was noted, and teachers attributed to mentors help in articulating aims, planning for motivation of lessons, locating or making materials, organizing a variety of activities, sharpening key questions, planning, concluding, or summarizing activities. One mentor commented happily on a teacher's growing sophistication in lesson planning, saying, "Good for her!" when the teacher used good judgment in deviating from her plan. Some mentors arrived before the beginning of the school day to discuss with teachers plans for the day's activities.

Some teachers showed need for strengthening their command of lesson content. Mentors were able to give their greatest help in their areas of specialization--particularly in secondary schools. A former science teacher tried to upgrade the background of an art major who was assigned to substitute for a science teacher on long-term leave. A former English teacher was able to help a mathematics teacher who was expected, like all other teachers in the school, to require a writing project in his subject from all students. An elementary school teacher was able to assist a new teacher with her art lesson and demanding management routines in handling art supplies. Mentors had the opportunity, too, of helping teachers select appropriate content and gauge the amount of content suitable for a single lesson. Some creative teaching, to be described later, resulted

from the mentor's command both of her subject and ways of teaching it. The mentor, too, was the key to books hidden away in store rooms, and sometimes it was the mentor who brought in materials of her own--an activity not so important in itself as in the model it provided for the new teachers.

Supervisors were asked about assignment of mentors in secondary schools to subjects outside their field of preparation--an arrangement necessary because of the small numbers involved. With only two exceptions, supervisors did not regard multi-discipline assignments as a problem. They regarded classroom management and generalized teaching procedures as the main concern of new teachers. "Good teaching is good teaching," was the expression used. Two supervisors, however, suggested ways to provide mentorship within specified fields.

Mentors gave considerable attention to teaching techniques, among them the following specifics:

- -- Helping teachers recognize the need for motivation in conduct of lessons and children's need to see relevance in lessons to be learned
- -- Reducing the amount of teacher talk and increasing pupil participation
- -- Improving questioning technique and handling of student answers, especially eliminating repetition of their answers and calling for student comment of the answers of others
- -- Individualizing instruction through differentiating assignments, materials and individual student projects
- -- Helping to organize small groups for instruction through assistance in forming groups, securing materials and keeping track of individual progress
- -- Improving student work habits
- -- Using the library and audio-visual resources
- -- Using the chalkboard effectively
- -- Making materials for use in the classroom
- -- Moving away from textbook teaching to greater independence in covering content and framing original questions
- -- Building a repertory of teaching styles
- -- Preparing and administering tests; analyzing and interpreting test results.

An interesting outcome of one mentor's assistance in preparing children for city-wide tests was superior achievement noted by the principal on these tests. In cases,

such as organization for grouping, where school policy might be an issue the mentor consulted the principal before proceeding.

More general activities also commanded attention. Open school week occasioned preparation for parent conferencing. Impending formal observations by supervisors called for assistance by mentors in preparation; as one teacher put it, the mentor "walked through" the observation with her. Recognizing the problems new teachers have in reporting and recording processes at the end of the year, the Personnel Division arranged a training session for mentors so that they could help teachers prepare for these administrative routines.

Several instances of imaginative teaching were observed. A first grade teacher was helping her children make cards for Mother's Day and encouraging originality in the drawing and the greeting to Mother. Even with her little charges, she was managing distribution of materials and equipment in as systematic, efficient manner. A high school teacher was handling book reports by having students who had read three different books, report as journalists to each other in small groups on the particular events in the books they had read. A junior high school teacher dittoed copies of "The Raven" and related the poem to students' feeling of dread. Another junior high school teacher conducted a planning session with her students who were to select a movie and also attend an arts and crafts show the following Saturday. The teacher succeeded in getting the adolescents to use some good judgment and to understand the necessity for such school rules as securing parent permission. An elementary school teacher had interested students in undertaking individual projects related to their mathematics program, and she could point with pride to some habitual truants who now attended regularly so that they could work on their projects. The fine hand of the mentor could be seen in each of these efforts.

Maintenance of order in the classroom was a primary problem for all teachers who were observed except for four who had completed full teacher education programs including student teaching. All these teachers commented on the help they received from mentors. Some, coming in after the semester had started, found total disarray, and they felt they were "rescued" by the mentor. Mentors worked in a variety of ways. They helped teachers establish routines and gain attention and interest. They advised changing seating patterns. They counseled individual

children. Simply by walking around the room, they demonstrated a subtle method of control. They showed how referrals could be used. One invited an assistant principal to make appearances in a particularly difficult class. A principal took note of the mentor's "walking the halls" with teacher and students, showing the new teacher how to handle this process. Teachers learned the importance of striking an authoritative--but not authoritarian--pose, and the need to establish order as a prerequisite to carrying on instruction. In almost all cases, supervisors, teachers and mentors agreed that discipline had gradually improved in the classes of the new teachers.

"Hands-on" activity by the mentors secured high marks from the teachers. They appreciated direct help that was given, as in the discipline cases, but they also recognized the mentor's activity as demonstration of techniques that work, and they tried to model themselves on the mentors where personal styles of mentor and teacher were congruent. The "practical" nature of the hands-on activity was an impressive demonstration of the "old timer's" competence. These activities included working with slow and advanced students, tutoring, securing materials for the teacher, bringing in instructional materials, taking offenders to the dean, setting up small groups, organizing bulletin boards, and giving demonstration lessons. Most mentors and teachers reported positively on the demonstration lessons. One mentor regarded demonstrations as "the most tactful and effective method of illustrating how I thought a lesson should be done." However, another mentor had second thoughts after giving a demonstration. She feared students would make invidious comparisons between her and the teacher and that the demonstration might be viewed as "showing up" the teacher. This sensitivity was typical of the mentors. One said she generally stayed in the background, observed what was needed, and tactfully made suggestions for change. Teachers agreed with a colleague who called her mentor "a dynamite lady," although not many used such colorful language.

Different kinds of interaction with school administrators were observed. Principals and assistant principals were fully informed about the program and they were specific in the knowledge they shared about the mentoring operation. While the mentors worked with independence, they kept the supervisors informed. Without becoming a burden to the supervisors, they sought assistance--and got it--where materials were needed or procedures needed modification. Teachers appreciated learning from their example how one goes about securing the necessary items.

Mentors were happy to accept occasional invitations to sit in with supervisors on formal observations and to participate in subsequent conferences with teachers. They helped teachers follow-up on recommendations that emerged from these sessions. Supervisors saw themselves as evaluating lesson content while mentors focused on classroom management. Mentors were alert to the possibility of role conflicts, one mentor reporting in an early log, "I am trying to feel my way and to define the limits of my authority. . .I do not appear to be stepping on any one's toes and they all appear to be friendly and satisfied. I am ready at all times to pull back at any sign that I am out of line or have overstepped my functions."

A result was unanimous acceptance of mentors by the supervisors and high praise for their help and professionalism. Without exception, school administrators gave excellent grades to the mentoring program, expressing enthusiasm for a "fantastic" operation. One principal spoke of the need for an in-depth support system for new teachers, and several administrators regarded mentors as invaluable members of a support team. They lamented the small amount of time they had to give real help to new teachers, both because of the large number of new teachers in some schools and because of other responsibilities. They recognized the mentors as "an extension," "a supplement," "an adjunct," "an extra arm." They were pleased to see mentors going into classrooms, organizing classroom activities, giving demonstration lessons--in short, helping to organize a class when it was beyond the competence of new, frequently untrained, teachers. In their view, the program was running in a "practical way."

The mentor/new teacher combination offered various attractive elements to the supervisor: There was the obvious one-to-one relationship which offered more continuous assistance than the supervisor could give. There was a peer relationship which made the mentor's presence in the classroom more realistic than the artificiality which developed when the supervisor entered. There was the absence of threat that resulted from the non-evaluative function of the mentor.

At the outset the mentor and administrators discussed the role and responsibilities of the mentor, and these discussions apparently prevented the eruption of any conflict in role between mentor and supervisor. In no case did mentors or supervisors report any conflict; instead complementarity of roles was the rule. In only one case did a teacher report receiving mixed signals from mentor and

supervisor, and that was a simple matter of the person (Dean or AP) to whom behavior problems were to be referred. With regard to the major element in teaching--instruction--complete harmony seems to have prevailed. A happy arrangement took place in some secondary schools where mentors were assigned to teachers in subjects different from their own: the assistant principal gave direction on specific content matters; the mentor gave attention to general teaching methods and classroom management. One supervisor was grateful for the mentor's handling the "nitty gritty," leaving him free for other problems in supervision.

In evaluating the program, administrators noted great strides made by the new teachers and they gave much credit to mentors for their contribution. They commented that teachers with mentors had more intensive help than other new teachers in the classroom. One noted the total "transformation" of a teacher when a mentor began to work with him. As compared with other new teachers in previous years, the mentored teachers made much greater progress, with supervisors using such adjectives as "tremendous" and "extensive" in describing growth. One supervisor estimated that it takes new teachers in general about seven years to mature into highly competent teachers. The mentoring process, he claimed, cut that time in half.

All twelve principals wanted the program to continue. They agreed with their assistants and the mentors that more hours were needed at the beginning of the year. Most recommended a total of some 100 mentor hours per new teacher. One principal said he changed his mind as to increase in hours when he considered the goal of moving teachers toward full independence as rapidly as possible. Principals advocated continuance of assistance for many new teachers into a second year, and they saw value in extending mentoring to other teachers who also needed help. One supervisor asked for a closer relationship between mentor and supervisors, and he also suggested using supervisors in the process of training mentors.

Principals commented, too, on the value of using retirees as mentors. They preferred using retirees to withdrawing teachers from the classroom for part of the day. They liked the assignment of mentors who had no other assignments (as compared with supervisors) and who were free to devote their full attention to the teachers' problems. They valued the flexibility of retirees with respect to time.

Finally, they recognized the retirees' thorough familiarity with the local school system.

Some principals also translated their enthusiasm for mentoring into action. A number voiced their support for continuance of the program when continued funding was in doubt. One principal gathered information and gave a speech to a supervisors' group advocating the program.

What gave satisfaction to the mentors? One element was the sense of continuing contribution in their chosen profession, gratification that their competence was being put to use. Several of the mentors had tried retirement, other employment and travel, and found it unsatisfying. One had discovered that selling real estate was "not for me." They enjoyed being able to use their teaching expertise again, giving demonstration lessons, being with children, basking in "the scene." Mentors commented on the friends they had made among the new teachers and occasionally among other teachers in the school. The major source of satisfaction, however, lay in the progress they noted on the part of their proteges, in "seeing young people grow"--while admitting that not every one was a winner. Notes from mentors' logs are instructive: "Mr. J. is thrilled with the results. He felt close to the class today and they to him so that he conducted a truly fine lesson--so good--that after he had voiced the pleasure a teacher feels when he influences his students--some pupils applauded. He is a very sensitive man and he was moved. He had the class in the palm of his hand. I am just as thrilled and happy." And again: "Good lesson--good class. I really felt like a success with Daniel. He is so receptive; he really incorporates my suggestions into his own style." Another mentor, delightedly, "I learned a lot from my new teachers."

And finally, the bottom line: how about the students? Except in one case where a principal reported higher scores on city-wide testing, objective information on student achievement is not available so early in the life of this activity. Encouragement, however, can be taken from signs such as these: Truancy was reduced in one class where mentor-induced individual projects brought self-admitted truants to school regularly to work on their projects. Improved classroom control led to increased time-on-task--more time in learning, more learning achieved. Greater self-confidence of teachers elicited greater involvement of learning by students. Improved techniques in teaching should lead to greater learning.

Persistence of teachers eliminates loss of time that attends replacement of lost teachers. Better understanding by teachers of children and the school community gives promise of enhanced learning.

Almost all teachers found the one-to-one contact with mentors more effective than group activities like workshops and courses. Ten of the 36 teachers interviewed volunteered the information that they would have left without the mentor's help. A principal gave credit to the program for the fact that his teachers who had had mentors the previous year had all remained in the school. In sum, the mentors' help appears to keep teachers at their posts and improve their teaching and the students' learning.

CONCLUSION

Retired teachers were able in this program to demonstrate how effective they could be in helping new teachers embark upon their professional careers in the schools. They secured the approbation of school administrators and the appreciation of the teachers they served. They took a high degree of satisfaction in the opportunity to continue using their expertise to help newcomers in their chosen profession. As retirees, they were able to provide this service without disrupting schedules or taking teachers out of the classroom. The following conclusion may be drawn from operation of the project:

- Mentors should be selected on the basis of their experience and their perceived aptitude for service as consultants.
- A training period is essential to help retirees make the transition from teaching children to consulting with adults.
- It is helpful if mentors do not have concurrent teaching duties with which mentoring may conflict.
- Field services to mentors are essential to assist them in their work.
- Supervisors are enthusiastic in praise of assistance that mentors give in the induction of new teachers; new teachers appreciate the help.
- Retirees take great satisfaction in rendering service to new teachers and in maintaining their professional activity.

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APPENDIX

Board of Education Forms:

- Mentor Video Analysis
- Service Log
- Work Plan Instructions and Forms
- Site Visit Report Forms

NEW YORK CITY BOARD OF EDUCATION
DIVISION OF PERSONNEL
OFFICE OF PLANNING, DEVELOPMENT AND TECHNICAL ASSISTANCE
BUREAU OF STAFF DEVELOPMENT AND TRAIING

MENTOR VIDEO LESSON ANALYSIS

NAME: _____

DATE: _____

LESSON #: _____

	STRENGTHS	WEAKNESSES	SOLUTIONS
LESSON PLANNING			
CLASSROOM MANAGEMENT			
CURRICULUM CONTENT			

BSDT 2/Rev 86

NEW YROK CITY BOARD OF EDUCATION
DIVISON OF PERSONNEL
OFFICE OF PLANNING, DEVELOPMENT AND TECHNICAL ASSISTANCE
BUREAU OF STAFF DEVELOPMENT AND TRAINING

MENTOR TEACHER PROGRAM - SERVICE LOG

Mentor _____ (Dates) From _____ To _____

School Assigned _____ School Address _____

District _____ Phone # _____

Date/total time in hours and minutes	Teacher	Observed Needs	Suggestions Given

NEW YORK CITY BOARD OF EDUCATION
DIVISION OF PERSONNEL
OFFICE OF PLANNING, DEVELOPMENT AND TECHNICAL ASSISTANCE
BUREAU OF STAFF DEVELOPMENT AND TRAINING

Workplan

Overview

After 12 hours of service at the beginning of the school year, each mentor will develop a workplan with each of the three new teaches assigned. The purpose of the workplan is to focus the mentoring process on a specific goal agreed to by both parties. It will enable the teacher to know why the mentor is working with her/him, and what should be accomplished on a long range basis. It is in effect a commitment on the part of the new teacher to share in the effort of achieving a better classroom learning environment.

The workplan form provides for problem identification developed with the teacher and then requires a diagnosis of what is causing the problem. Then it will discuss what the plan is and finally, when it will be accomplished. The use of the "problem-solving" process outlined below is the appropriate manner in which to proceed. A copy of each workplan should be kept by the teacher, the mentor, and the Bureau of Staff Development and Training.

The development of a workplan does not preclude the mentor from working on spontaneous situations/problems that arise during the year. These issues often must be resolved before any long range efforts can be approached. However, the long range should be the major focus of teh mentoring efforts.

NEW YORK CITY BOARD OF EDUCATION
DIVISION OF PERSONNEL
OFFICE OF PLANNING, DEVELOPMENT AND TECHNICAL ASSISTANCE
BUREAU OF STAFF DEVELOPMENT AND TRAINING

School: _____

Mentor: _____

Teacher: _____

Workplan 1986-87

Problem Identified:

Diagnosis:

Plan Developed:

Evaluation/Date:

Signatures: _____/_____ _____/_____
mentor date teacher date

SUGGESTED WORKPLAN TOPICS

1. Planning lessons
2. Preparing student classroom/ homework assignments
3. Locating instructional and resource materials
4. Obtaining instructional materials
5. Using instructional materials
6. Using audio-visual materials
7. Listing observable student performance
8. Specifying criteria for pupil performance
9. Motivating students
10. Asking questions effectively
11. Using reinforcement process
12. Disciplining students
13. Establishing routines
14. Setting up the classroom
15. Preparing bulletin board displays
16. Keeping records
17. Assessing student progress regularly
18. Recording student performance regularly
19. Forming reading groups
20. Interpreting test data
21. Using test data
22. Individualizing instruction
23. Experimenting with instructional methods
24. Developing a teaching style
25. Interpreting and using curriculum bulletins
26. Interacting with colleagues
27. Obtaining information on pupil background
28. Contacting parent
29. Preparing referral documents

THE BOARD OF EDUCATION
OF THE CITY SCHOOL DISTRICT OF NEW YORK
DIVISION OF PERSONNEL
65 COURT STREET
BROOKLYN, N.Y. 11201

EDWARD AQUILONE
EXECUTIVE DIRECTOR

Mentor-Teacher Program
Site Visit Report
Visitor(s):

DATE:

TIME:

SCHOOL:

PRINCIPAL: MENTOR(S):

TEACHERS:

ACTIVITIES: (What was observed in classes of new teachers, what problems were noted, who was seen and what follow-up is necessary)

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BUREAU OF STAFF DEVELOPMENT AND TRAINING
65 COURT STREET - Rm. 811
BROOKLYN, NY 11201

MENTOR-TEACHER PROGRAM

SITE VISIT REPORT

Visitor_____

Mentor_____ Site_____ _____

_____

Date of Visit_____ Time of Visit_____ To_____

New Teacher

1. Name:_____ License:_____

   A. Mentor's overall assessment of this teacher: (Check all that apply - add any comments necessary).

Receptivity to Mentor:

	Always	Sometimes	Never
- Meets with mentor as scheduled	_____	_____	_____
- Has prepared problems to discuss with mentor	_____	_____	_____
- Has used suggestions of mentor	_____	_____	_____
- Has asked mentor to demonstrate	_____	_____	_____

- Other (specify) _____ _____

_____

School_____ Date_____

Mentor_____ New Teacher_____

Strengths of Teacher

- Positive Attitude_____
- Makes an effort _____
- Has a good basic knowledge of subject matter_____
- Has special abilities (specify)_____

_____

_____

- Has good rapport with students_____
- Other (specify)_____

_____

_____

Teacher's Weaknesses

- Poor classroom control_____
- Poor attitude_____
- Makes little or no effort to improve_____
- Poor knowledge of subject matter_____
- Poor teaching skills_____
- Poor at organizing time and work_____
- Other (specify)_____

_____

School_____ Date_____

Mentor_____ New Teacher_____

B. Teacher's Assessment of Mentor:

	Yes	No
- Meets as scheduled	___	___
- Has worthwhile suggestions	___	___
- Is willing to demonstrate ideas	___	___
- Offers support and encouragement	___	___
- Believes that teacher will succeed	___	___
- Does not expect every suggestion to be used	___	___
- Has suggestions to make that answer teacher's specific problem	___	___
- Knowledge of teaching skills	___	___
- Knowledge of subject matter	___	___
- Knows where to get what is needed and has shared this information	___	___
- Keeps all discussion in confidence	___	___
- Has good relationship with students	___	___

- Other (specify)_____

_____

_____

Needs expressed to mentor: _____

_____

_____

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